

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher reviews related literatures which are based on relevant theories and previous research findings. It covers reading, teaching media, and students' response.

2.1 Reading

Reading is an interactive process. This is the main point where meaningful reading happens. Anderson (2008, p.2) points out reading is a process of readers to find some information from a text and add those with their own background knowledge to get new meaning. In addition, Grellet (2010, p.8) adds that reading obviously involves some strategies such as predicting, guessing, checking, and asking one self questions. As a result, without these strategies, reading becomes hard to do. Therefore, reading is an activity that has complex process to build new meaning on it and involves the ability to comprehend the language written by checking, guessing, predicting the main idea, also related to the knowledge that is owned by the readers.

Grellet (2010, p.2) purposes four kinds of reading. The main ways of reading are skimming, scanning, extensive reading, and intensive reading.

a. Skimming

Skimming is quickly running one's eyes in reading over the text written with purposes to get the gist of it. Therefore, skimming is fast reading by

selecting the text and carefully read because in skimming process, readers give their most attention to the main idea, not every word and trying to get the main idea of what the text is about.

b. Scanning

Scanning is reading quickly going through a text to get the most important information. In scanning process the readers just need to read a particular piece of text to get the information. They do not need to read the whole text.

c. Extensive Reading

Extensive reading is fluency activity done when we read longer texts, usually for one's own pleasure and mainly involving global understanding. Anderson (2008, p.8) mentions "extensive reading is reading of longer passages with a focus on enjoyment and/or learning new information while reading. There is typically no accountability required during extensive reading".

d. Intensive Reading

Intensive reading is reading shorter text to get a specific information. Intensive reading is usually followed by reading comprehension and this is an accuracy activity involving reading for detail.

In other words, skimming is fast reading to get gist of text. Scanning is accurately searching particular information through the text. Intensive reading is reading a short text to extract specific information. Extensive reading is reading a long text in order to get main idea based on our background of knowledge.

2.2 Teaching Media

Teaching media aids are valuable instructional tools that can help learning process to be more interesting and enriching students' learning experience. Mass media can be used as instructional media to present language and involve students in their activities. According to Mouton (2011),

“in the history of education, there has been a tendency to relate educational media with the mass media (e.g. television and radio) as well as technical and technological implements that support learning, ranging from recording media such as cassette tapes or DVDs to advanced computers or even the iPad, one of the latest fads on the technology market.”

Farrell and Jacobs (2010) state that media is very important for second language students, therefore as teacher of language learners must prepare real material for instructional in teaching learning. Instructional media can be defined as the physical means including traditional media such as blackboard, chalk, textbooks and modern means such as videos, tape, computers, cassette, etc. Therefore, it can be concluded that media is the instrument for delivering the teaching materials from teacher to students in order to bring controlled instructional information.

Generally, teaching media covers all tools that may be used by teacher to achieve several education materials. Media can be divided into some categories. According to Ohm (2010) in Chan, et.al (2011), there are three categories of media as follows:

1. Visual Media

Visual media includes picture, book and chalk board. According to Shabiralyani, Hasan, Hamad, and Iqbal (2015), visual media can make learning process interesting and enhancing students' attention in reading literary texts. Furthermore, they also state that visual media is needed to provide the conceptual thinking and to increase the students vocabulary. Therefore, visual media is needed in teaching reading.

2. Auditory Media

Auditory media includes piece of music and radio program. According to Katherine (2009) in Ashave and Lyguve (2013), the effective learning can take place when the teacher provides learning situation where students will learn automatically from the material provide such using auditory media to convey materials. Hence, the use of auditory media aids students to review the teaching reading materials and use those as ongoing reference in learning process

3. Audio Visual Media

Audio visual media includes sound film and TV program. Gopal (2010) in Ashave, et.al (2013) asserts that audio visual can help teacher to solve physical difficulties of delivering materials. Based on Yadav, Bera, Mukarjee, Yadaf, Sah and Kar (2015), audio visual aids are being used increasingly to make the teaching learning process effective, impactful and interesting.

2.3 Students' Response

The functions of students' response are to engage students in lectures and foster two-way communication between the teacher and students in the classroom, to gauge students' understanding of each topic during the lectures, and to improve students' learning by clarifying any misconceptions about a topic based on students' feed back. According to Powell, Symbaluk, Honey (2009, p.53), stimulus and response cannot be separated. Stimulus is an activity that can potentially give behavior influence, whereas response is a specific instance of behavior. For example, students get high score on a test (stimulus), they grin with pleasure (response) (Powell, et. al, 2009).

Students' response can be positive and negative. According to Azwar (2012) in Rahmawati (2014), positive response can be identified by the representation of what people believe toward something such as having a great willingness to learn, being active in the classroom and getting good grades. On the other hand, Azwar (2012) in Rahmawati (2014) states that unfavorable emotional feeling of students in learning can be a negative response. The presentation of it can be seen from students' not doing their homework and like to interfere their friends during the learning process.

Powell, et. al (2009, p.252), categorize that there are two kinds of students' reinforcement toward students' response through learning activities, such as positive and negative reinforcements. Positive reinforcement is a presentation of a stimulus that is usually considered pleasant or rewarding following a response, which then leads to an increase in the future strength of that response. Then, the negative

reinforcement is the removal of a stimulus that is usually considered unpleasant or aversive following a response, which increases in the future strength of that response. Therefore, students' response is an expression from the students to show their feeling by giving answer, reactions, and replies. Those might be positive or negative, bad or good, agree or disagree, appropriate or inappropriate response.

